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ABSTRACT

This paper compares the managerial, administrative, and leadership styles of public-school superintendents and presidents of public corporations. Data were derived from questionnaires mailed to eight superintendents and seven corporate presidents. Findings show that superintendents and corporate presidents used similar leadership styles--consultative and democratic. Most used a task-oriented approach and saw themselves as initiators, rather than as responders. However, superintendents are subject to more pressure from community interest groups and may need to be more flexible. Superintendents and corporate presidents can learn from each other about human relations, employee motivation, and empowerment. Both groups relied on a managerial cabinet to help make decisions. Finally, most superintendents and presidents disagreed that their leadership styles were interchangeable, citing the differences in the organizations they represent (i.e., education versus goods and services). It is recommended that superintendents: (1) identify the leadership styles appropriate to their organizations, but maintain flexibility; (2) continue to rely on subordinate input and use a team orientation; (3) utilize their instructional leadership role; and (4) inform the community of district concerns. Appendices contain a copy of the questionnaire and cover letter, and organizational charts for a public school and a public corporation. (Contains 21 references.) (LMI)

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ED 386 798

A COMPARATIVE STUDY OF THE ADMINISTRATIVE AND LEADERSHIP STYLES OF CORPORATE PRESIDENTS AND SCHOOL SUPERINTENDENTS AS CHIEF EXECUTIVE OFFICERS (CEO'S)

EDUCATIONAL SPECIALIST RESEARCH PROJECT

Submitted to the School of Education,
University of Dayton, in Partial Fulfillment
of the Requirements for the
Educational Specialist Degree

by

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PUBLIC CORPORATIONS

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Columbus, Ohio
Daniel E. Evans, President

Huffy Corporation
Miamisburg, Ohio
Richard Molen, President

Kroger Corporation
Cincinnati, Ohio
Dr. Joseph Picher, President

National City Bank
Dayton, Ohio
Fred Shantz, President

Standard Register Corporation
Dayton, Ohio
John. K. Darrah, President

Super Food Services, Inc.
Dayton, Ohio
Jack Twyman, President

West Carrollton Parchment Corporation
Middletown, Ohio
Hobart Lake, President

CHAPTER I

IDENTIFICATION OF THE PROBLEM

Purpose of the Study

The purpose of this study is to research, analyze, compare, and contrast the similarities and dissimilarities of the managerial, administrative, and leadership styles and approaches between superintendents of public schools and presidents of public corporations as chief executive officers.

Justification of the Study

Many of the successes and failures of the management styles of these leaders parallel one another and there is much to learn by studying the styles of each. With the high turnover rate of many professional positions in today's society, there seems to be a need for increased awareness

and improvement of performance in order to help both corporate presidents and superintendents to gain the respect and to obtain the longevity that they deserve within their high profile professions. Comparing and contrasting these positions will help to identify both strengths and weaknesses that are present within these professions and will also offer an array of solutions to situations that CEO's are faced with in their everyday activities.

Corporate presidents and school superintendents make critical administrative decisions on a daily basis that may affect their high-profile positions in an immediate way as well as having a long-term effect on the well-being of their respective organizations. These chief executive officers can learn from each other as to what leadership and managerial styles help to create good administrative decisions.

Leadership ability is partly learned and partly inborn (Piele and Smith, 1989). It is important for corporate presidents and school superintendents to identify their individual personal leadership strengths and weaknesses and work to improve the characteristics of both.

By researching this topic through a project of this type, chief executive officers of both organizations will have an instrument to use as a model for further investigation. It is hoped that an extensive and in-depth

study on this particular topic will lead to further interest and research by these professional leaders.

Research Questions and Hypothesis

Research Questions

1. What duties and responsibilities do superintendents and corporate presidents have that are both similar and dissimilar as chief executive officer's (CEO's) of their respective organizations?
2. How do their similar or different managerial, leadership, and administrative decision-making styles or approaches help them to associate and interact with respective boards of education and board of directors, other administrative personnel or officers, residents and stockholders, the public in general, labor relations and collective bargaining, and the development of their basic goods or services?
3. What can superintendents and corporate presidents, as chief executive officers, learn from each other to improve the quality of their administrative, managerial, and communication skills within their respective entities?

4. Are corporate presidents' and superintendents' administrative techniques interchangeable among each other's management and leadership styles in order to help run their respective organizations more successfully?

Hypothesis

The superintendent and corporate president play similar roles as chief executive officers of their respective organizations, but their administrative, managerial, and leadership styles and techniques are not completely interchangeable because of the vast differences in the services or goods that they provide to the public. (i.e., Educating students vs. producing and selling a good or service.)

Definition of Key Terms

Superintendent:

> "Executive officer of a Board of Education, hired by the Board, who has the official duty to administer the schools in conformity with the adopted policies of the Board of Education, the rules and regulations of the State Department of Education, and the provisions of law, and to present to the Board of Education such

information as is needed to the formation of school policies, and to perform other duties as the board determines" (Baker, Carey, p. 101, 1992).

Corporate President:

"Executive officer elected and, in turn, hired by a corporation's Board of Directors. The Corporate President acts as a General Manager or Chief Executive who is given general supervision and control of a business. The Corporate President is vested with Board-implied authority to make such contracts and do such other acts as are appropriate in the ordinary business of the corporation" (Lusk, Hewitt, Donnell, and Barnes, p. 517, 1974).

CEO

"Chief Executive Officer." Abbreviation used in this paper to refer to a superintendent of a school or to a corporate president either individually or collectively.

CHAPTER II

BACKGROUND AND REVIEW OF RELATED LITERATURE

The Superintendent

Local school administration first began in the cities of the United States. the first cities to establish the office of the Superintendent of Schools were Buffalo, New York and Louisville, Kentucky in the year 1837. Other cities soon followed and local school administration spread throughout the country (Campbell, Corbally, and Ramseyer, 1966).

The school boards that hired superintendents during the nineteenth century (especially in cities), were often not sure what the job should entail. In the years before 1890, many superintendents shifted back and forth from Educational Administration to other occupations, such as the Ministry, Law, Business, or Politics (Tyack, 1976). These careers were very popular at that time.

During this particular time, schools were often four-tiered structures consisting of Student, Teacher, Principal, and Superintendent. The duties of superintendents usually depended on the expectations of the local school boards and the motivation and personality of the school officials. Superintendents could be compared to functioning as Clerks, Head Teachers, or that of a Drill Sergeant or General Inspector. Superintendents compared their managerial duties with those of supervisors of factories, but the analogies were nothing more than superficial. (This was possibly where a first comparison of the superintendent as chief executive officer to that of a corporate executive manager took place.)

The conceptions and ideas of Educational Leadership were confusing, as the superintendent was not an occupation with a clear-cut role. However, according to research at the time, "The Superintendent, under his leadership hand, was to be conducted into the great Union Station of this Imperial Nation" (Tyack, p. 261, 1976). The superintendent's word, alone, was to be law. He was not to be compared to Managers of mills and factories. He was to have a direct influence on the "moral well-being of the Universe" (Tyack, p. 261, 1976).

The superintendent of the nineteenth century had to deal with corrupt school boards and different cultures of people who resented forced change. Towards the end of the

nineteenth century, the character and role of the superintendent changed to include the language of Science and Business during the twentieth century to justify "Educational Leadership" (Tyack, 1976).

The Corporate President

The office of the business chief executive or corporate president evolved over the past century in response to the growing and developing management needs of the modern business entity as it was transformed from a Proprietorship (one owner), or Partnership (more than one owner), into a large, continuing Corporation. The concept of the corporate president began in response to the increasing size, complexity, and change of character of the modern corporation.

The president or chief executive was transformed from an autocratic officer (responsible to no one), into a "Chief Executive Officer" responsible to a board of directors, and is the presiding officer of the corporate officers (Glover, 1976).

The basic concepts and theories, in relation to the nature of the corporation, evolved from the middle ages onward with the development of earlier organizations: Monasteries, Convents, Hospitals, and Colleges (Glover, 1976). The concept and theories of these institutions were

applied in the development of the business corporation. The same principles used in the development of the executive officer's of a business corporation evolved from a body of thought and governance of other institutions during that time. Bishops, Canons, Wardens, Principals, and Presidents were heads of these institutions that helped to develop business administration as we know it today (Glover, 1976).

The evolution of the chief executive officer as chief owner, to chief executive officer as chief administrator is not of an old process. A century ago, most businesses were small and nearly all were partnerships. The modern corporation evolved in the United States between 1890 and 1910. They began in two ways. One was through a company's own growth based on increased production and sales, and the other was by merger - a larger firm buying out a smaller firm. These two different routes to increased size led to quite different "styles of management" and quite different types of corporate headquarters (Glover, 1976).

As stock ownerships of corporations became more and more popular, there was an increased need to create a new top management and build an effective corporate headquarters. Many corporate department heads formed executive committees to run these businesses. These department heads, or sometimes called "Vice Presidents," negotiated policy rather than using objective analysis. These "Vice Presidents" put the interests of their

departments and divisions ahead of that of their company as a whole, thus creating a problem (Glover, 1976). "Group Management" did not work. There was a need to give someone in the top management group the final authority and responsibility for group decisions. Someone had to be able to make decisions when the group could not agree. someone was needed to communicate to the workers, stockholders, customers, and the outside world. Most companies had divided such duties between the president and the chairman of the board. Eventually, the manager holding one of these positions was also given the title of Chief Executive Officer. He was the formal and official company leader (Glover, 1976).

The first so-called Chief Executive Officer was Alfred P. Sloan, Jr. of General Motors in the year 1923 (Glover, 1976). After William C. Durant, founder and President of General Motors, left the company in 1921, Pierre Dupont then took Durant's place as President. (He did so by request of the Dupont Corporation and the bankers who had invested millions in the company before the post-World War I recession of 1920 and 1921 (Glover 1976). Dupont made General Motors, a company formed by the mergers of many automobile, truck, bus, parts, and accessory companies into one automobile empire. Pierre Dupont's appointment of Sloan as President and Chief Executive Officer was the first of its kind. Thus, the first CEO was created!

Leadership Styles

Working with this historical background as the foundation for the development of these two high-profile positions came the birth of administrative, managerial, and leadership styles that were required to run both professions in an efficient and organized manner for the well-being of the public in general. By definition, an administrative or leadership style is the way that a leader leads. Although most authors on leadership styles concur that it is an important part of leadership and that it is something leaders ought to be more aware of, there is very little more on this subject that they agree with. Many experts on leadership styles do not totally agree about the major elements of it, about whether the leader can change his or her style, and whether leader personality traits have any effect on style.

One of the most important components in leadership styles is decision-making. According to some research on leadership styles, the amount of input provided by the subordinates in the decision-making process really determines, for the most part, the leadership style used by the CEO.

One way of looking at dimensions of leadership styles in research has been proposed by Robert Tannebaum and Warren Schmidt (1968), who view leadership styles on a wide

spectrum ranging from a "subordinate-centered" style to a "boss-centered" style. The most subordinate-centered leadership allows giving subordinates great freedom in making decisions within very flexible limits or parameters. In the most boss-centered leadership, CEO's makes the decisions by themselves and announce or try to "sell" their ideas to subordinates. Tannenbaum and Schmidt make it clear that sometimes the more boss-centered leadership style is best, but they clearly concur that the subordinate-centered leadership style is the most effective and gives the subordinates the challenge of freedom.

Leaders differ somewhat on who should make decisions in an organization. Leaders also vary in the way they view employees. Many authors and researchers agree, on the topic of leadership styles, with the writing of Douglas McGregor and his famous concept of Theory X and Theory Y (Piele and Smith, 1989). McGregor believed that people possess one of two types of human behavior. Theory X states that people are basically lazy and need to be motivated by either material or other rewards or punishment. Theory Y states that people enjoy a sense of accomplishment, are basically self-motivated, and have a desire to make an impact or contribution to their organization. McGregor classified leaders as following either Theory X or Theory Y, with Theory Y being the more modern, humanitarian, and successful of the two. Thus, according to McGregor's theories, of

leaders treat people as being responsible and self-motivated, they will be. If they treat them as being irresponsible and lazy or without motivation, they will be that, too.

Another way of classifying leadership styles is how the leader conducts human relations with his subordinates. This includes establishing ways of doing things, channels of communication, and organizational patterns. In research conducted by Andrew Halpin and Ralph Stogdill at Ohio State University, a study involving fifty Ohio Superintendents, it was concluded that leaders place a lot of importance on initiating structure and relationships with people (Piele and Smith, 1989). Effective leaders showed behavior indicative of friendship, mutual trust, respect, and warmth.

Research conducted by Fred Fielder described leadership styles as being either task-oriented or relationship-oriented (Piele and Smith, 1989). They represented the two extremes of the spectrum. Fielder concluded that leaders who described their "least-preferred co-worker" in positive terms were "human-relations oriented," whereas those who described their "least-preferred co-worker" in negative terms were "task oriented" (Piele and Smith, 1989). Both styles, however, were believed to be effective styles of leadership.

Still another way of classifying leadership styles deals with the way that CEO's implement changes within their

organizations. Research conducted by Shirley Hord and Gene Hall at the Research and Development Center for Teacher Education in Austin, Texas discusses leadership styles used by superintendents and principals in implementing new curriculum programs and policies (Piele and Smith, 1989). School districts having the greatest success were led by "initiators" - administrators who formulated a vision for the school and teachers who implemented it into increasing student achievement. Schools that had the least success had principals that implemented the new programs as "responders" preoccupied with hurting the feelings of others and letting the staff do the work and become the leaders. Schools that enjoyed moderate successes had school administrators that were "managers" - making sure that the staff was not doing too much in relation to tasks and making sure things are "done right" (Piele and Smith, 1989). An interesting point to this study was that initiators were more effective than responders, but the staff preferred the climate in schools led by managers. All schools, however, implemented the new curriculum and policies within their respective schools successfully!

Presently there are four broad and basic leadership styles that CEO's use in their organizations. Research on this topic discusses how CEO's must adapt to a leadership style to fit the situation(s) that they are dealing with. Corporate presidents and superintendents need to be flexible

within their organizations in order to be effective and successful leaders in today's society.

According to modern research, corporate "CEO's must move their companies away from the hierarchial command-and control management style that has long characterized American business and move towards a model based on teamwork, communication, flexibility, and employee empowerment" (Hockaday Jr., p. 30-31, 1993). Hockaday feels that the only real edge in a corporation is its people and in order for corporations to develop a shared vision of strategy, an open and honest dialogue among employees is necessary. The author also states that corporate CEO's must provide vision, motivate all employee's (McGregor's Theory Y), develop leaders, and embrace change.

Abraham Zaleznik, professor of leadership at the Harvard Business School, says that corporate CEO turnover is at an all-time high (Frey, Waldron, Donion, 1993). He states that there are five precepts for business leaders today: "(1) Leaders should have a high degree of self-knowledge; (2) Leaders should think in terms of substance, not process; (3) Leaders should be intelligent; (4) Leaders must have compassion for other people and workers; (5) Leaders must communicate constantly with shareholders, boards, and the outside world" (Frey, Waldron, Donion, 1993). Leadership styles are ever-changing and so must CEO's.

The new style of the corporate CEO is becoming less and less boss-centered and more and more subordinate-centered in the sense of first among equals (Heller, 1992). CEO's must be able to identify their leadership style first and then be flexible enough to change styles to meet the situation it calls for.

A very important study (Truskie, 1991) surveyed 735 Vice-presidents of corporations listed in the Corporate 1,000 to determine what makes a great corporate leader. The survey questionnaire targeted five criteria on which they could rate their chief executive officers:

1. Leadership Performance
2. Leadership Skills
3. Leadership Behaviors
4. Personal Characteristics
5. Personal Traits

(Truskie, p. 53-54, Nov. 1991)

The key finding was that in order to command the respect of the workers, a CEO should thoroughly understand the company and its industry. (This is also true for school superintendents.) The typical CEO of the study has a leadership style that Truskie describes as that of a benevolent autocrat - an effective leadership style that is task-oriented but lacks relationship orientation.

Corporate CEO's of today must practice bringing out the best in people's leadership styles. The traditional

"take-charge" president will have to become an innovator, a team builder, and a mentor in order to survive (McManus, 1990).

The Superintendency

The concept of the superintendency has changed from that of manager to that of the leader of a school district's quality and effectiveness. The superintendent must understand organizational dynamics in order to balance chief executive leadership with empowerment reform (Crowson, Glass, 1991). Like the corporate president's role, the role of the superintendent is changing.

According to an important study (Katz, 1985), school boards and superintendents can work most effectively together when their leadership styles are compatible. School boards tend to lean toward the corporate style, while superintendents may tend to lean towards the structured and task-oriented style.

The degree of community conflict can have a significant effect on the leadership style of the superintendent (Wint, 1990). A high degree of conflict can induce an assertive style (boss-centered), whereas a low degree of conflict can contribute to a delegator or facilitator style (Wint, 1990). (Outside conflicts can have a direct influence on both the school superintendent and the corporate president's leadership styles.)

One other role the superintendent must play is that of instructional leader. According to an important study (Brown, Hunter, 1986), expectations about instructional change should be tempered by the fact that public schools differ from private and public corporations. To some experts, a corporation's CEO is virtually a permanent fixture in terms of longevity and cash flows as compared to the typical school superintendent who has a three-year contract in which to show long-range plans and necessary improvements in districts where school funds are sometimes grossly inadequate because of outdated school finance sources. For the most part, schools are governed by public laws and corporations are not.

Summary

Although the role of the superintendent has commonly involved a conflict between instructional leadership and business management, superintendents as CEO's can effectively fill both roles by using effective leadership styles to fit their personality and the situation at hand.

As is evident, the roles and relationships of the superintendent and the corporate president are similar as chief executive officers, but their leadership styles are not completely interchangeable due to the vast differences in the products that they offer - education versus goods and

services. However, according to the research discussed thus far, the ingredients that make a CEO effective and successful are virtually the same. Leadership styles are broad but they do have similarities. Warren Bennis, a renown author on leadership styles and former President of the University of Cincinnati, best summarizes what all good leaders should possess in order to be effective and successful: "(1) Management of attention through a set of visions; (2) Management of meaning - to make dreams apparent to others and to align people with them, leaders must communicate their visions; (3) Management of trust - trust is essential to all organizations. Leaders must be reliable and consistent to gain trust; (4) Management of self-knowing one's skills and deploying them effectively" (Bennis, p. 15, 1991). Bennis also states that for CEO's to be successful, they must give empowerment to the workforce. "In organizations with effective leaders, empowerment is most evident in four themes: (1) People must feel significant; (2) Learning and competence matter - no failures - learn from mistakes!; (3) People must feel like a part of a community - a team; (4) Must make work exciting" (Bennis, p. 15, 1991).

In closing, if all "CEO's" can start with these basic ingredients for success, then the organizations that they run will no doubt be successful! We need to remember that, "Leaders are people who do the right thing; managers are

people who do things right, both roles are crucial, but they differ profoundly" (Bennis, p. 12, 1991).

CHAPTER III

PROCEDURES

A. The Design Procedures included the following five (5) steps:

1. A review of the literature and collection of pertinent data from the University of Dayton Library on the topic of leadership styles of school superintendents and corporate presidents.
2. A composition of a questionnaire presented to interviewed subjects, based on the related data that has been researched.
3. The use of the questionnaire as a tool in the interviewing process of corporate presidents and superintendents in the tri-state area.
4. An analysis and comparison of the collected research and interviewing data obtained from the questionnaire.

5. A final summary and conclusions obtained from all pertinent data and research.

B. Description of the Sample

The data collected and used in this research project were obtained by interviewing via a mailed questionnaire. The fifteen subjects that made up the sample were eight school superintendents and seven corporate presidents, who were contacted by personal letter. Each letter included a standard questionnaire for easy analysis and comparison. The CEO's were chosen for the research project by either knowing them personally, knowing of their organization, or by recommendations of others in their field.

C. Description of the Instrument(s) Used

The instrumentation used to gather data for the research project consisted of a questionnaire designed to question CEO's on managerial and leadership styles. The data collected with the questionnaire were used to support the hypothesis and the research found in order to contrast the managerial and leadership styles used by CEO's.

D. Explanation of the Procedures to be Followed

A questionnaire was designed based on the present data and research that was obtained from the investigation of managerial and leadership styles and was to be completed by

all of the respondents. The fifteen selected subjects were then contacted by mail during the months of May and June. Included in the mailing was a personal letter, a questionnaire, and a self-addressed, stamped envelope. During the month of June, the data were analyzed and the responses to the questionnaire were compared.

Data Analysis

The data collected is organized in a narrative format with tables and charts in the Appendix section of this paper. The main body of the paper includes the problem to be investigated, research questions and hypothesis, historical background, and related literature. The data collected from the questionnaire will be described and discussed in detail in a "findings" section of this project. A final analysis and summary concludes at the end of the project along with final thoughts.

CHAPTER IV

THE FINDINGS

Study findings of the questionnaire from the CEO's are presented under the following categories: (1) Background Data, (2) Administrative Decision Making, (3) Human Relations with and Motivation of Subordinates, (4) Implementing Changes Within Your Organization, (5) Leadership Styles - Flexibility and Adaptability, and (6) Critical Decision Making.

Background Data

Of the fifteen CEO's who responded to the Leadership Styles survey, seven were corporate presidents and eight were school superintendents. The following is a summary of their responses to the background questions;

* The eight superintendents and seven corporate presidents who responded to the survey were all of the male gender.

* The mean (weighted arithmetic) age of the school superintendents was 50.75 or approximately 51 years.

* The mean (weighted arithmetic) age of the corporate presidents was 58.14 or approximately 58 years.

1. How many years have you been employed with your present organization?

Of the superintendents:

* Two of them had been employed for one to five years;
* Three of them had been employed for six to ten years;
* One of them had been employed for 11 to 15 years;
* One of them had been employed for 21 to 25 years;
* One of them had been employed for 26 to 30 years.

Of the corporate presidents:

* One of them had been employed for 11 to 15 years;
* One of them had been employed for 16 to 20 years;

* Three of them had been employed for 21 to 25 years;
* Two of them had been employed for over 30 years.

2. How many years of experience do you have as a corporate president or superintendent?

Of the superintendents:

* Three had one to five years experience;
* One had six to ten years experience;
* Three had 11 to 15 years experience;
* One had 16 to 20 years experience.

Of the corporate presidents:

* Two had six to ten years experience;
* Two had 11 to 15 years experience;
* Three had 21 to 25 years experience.

*According to the data collected, corporate presidents have higher longevity within their organizations and more experience as CEO's than superintendents.

3. Which of the following represents the highest degree that you have earned?

Of the superintendents:

* Two had Master's Degree's
* One had a Specialist's Degree
* Five had Ph.D.'s

Of the corporate presidents:

* Two had High School Diploma's
* Three had Bachelor's Degree's
* One had a Master's Degree
* One had a Ph.D.

*According to the data collected, superintendents tend to have more graduate and post-graduate education than corporate presidents.

Administrative Decision-Making

4. In applying the Administrative Decision-Making Process, do you tend to use a more:

   A. Boss-Centered leadership style (CEO makes final decisions) - or -

   B. Subordinate-Centered leadership style (CEO and subordinates make final decisions)?

Of the superintendents:

* Three used a Boss-Centered leadership style;
* Five used a Subordinate-Centered leadership style.

Of the corporate presidents:

* Two used a Boss-Centered leadership style;
* Four used a Subordinate-Centered leadership style;
* One used both leadership styles.

*According to the data collected, most superintendents and corporate presidents use the subordinate-centered leadership style.

Human Relations With and Motivation of Subordinates

5. When conducting Human Relations with your subordinates, do you tend to communicate by using more of an:

   A. Task-Oriented approach (professional/ work-place based communication) - or -

   B. Relationship-Oriented approach (personal/ social-based communication)?

   Of the superintendents:

   * Four used the Task-Oriented approach;

   * Four used the Relationship-Oriented approach.

   Of the corporate presidents:

   * Four used the Task-Oriented approach;

   * Two used the Relationship-Oriented approach;

   * One used both approaches.

6. When motivating your subordinates, do you tend to apply McGregor's:

   A. Theory X approach (people need to be motivated because they are basically lazy) - or -

   B. Theory Y approach (people are basically self-motivated and have a desire to improve their organization) - or -

C. Theory Z approach (a combination of both Theory X and Theory Y approaches)?

Of the superintendents:

* None chose Theory X
* Three chose Theory Y
* Five chose Theory Z

Of the corporate presidents:

* One chose Theory X
* Five chose Theory Y
* One chose Theory Z

*According to the data collected, 50% of the superintendents communicate using the task-oriented approach and 50% use the relationship-oriented approach. Most corporate presidents communicate with the task-oriented approach. When motivating subordinates, most superintendents use McGregor's Theory Z, whereas most corporate presidents use Theory Y.

Implementing Changes Within Your Organization

7. In terms of implementing changes within your organization, do you tend to visualize yourself as more of an:

A. Initiator (initiating your own ideas) - or -

B. Responder (responding to the ideas of others)?

Of the superintendents:

* Five chose being an Initiator;
* Two chose being a Responder;
* One chose being both and Initiator and Responder.

Of the corporate presidents:

* Six chose being an Initiator;
* One chose being both an Initiator and Responder.

*According to the data collected, when implementing changes, most superintendents and corporate presidents consider themselves initiators rather than responders.

Leadership Styles - Flexibility and Adaptability

8. Do you believe that CEO's must be able to identify their leadership style(s) and be flexible enough to change styles, if necessary, to adapt to the situation at hand?

Of the superintendents:

* All eight chose Yes
* None chose No

Of the corporate presidents:

* All seven chose Yes
* None chose No

9. When dealing with conflicts outside of the realm of your organization (i.e., school boards, board of directors, unions, parents/community members,

customers/consumers, and competitors, etc.), do you feel that these outside influences dictate the type of leadership style that you administer?

Of the superintendents:

* Six chose Yes
* Two chose No

Of the corporate presidents:

* One chose Yes
* Six chose No

10. Which of the following leadership styles best describes your administrative technique?

A. Autocratic: Boss-centered and no subordinate participation;

B. Consultative: Subordinate participation, CEO makes final decision;

C. Democratic: CEO and subordinate participation in final decision-making process;

D. Delegative: CEO delegates decision-making to subordinates. CEO monitors decisions.

Of the superintendents:

* Four chose the Consultative leadership style;
* Three chose the Democratic leadership style;
* One chose both the Consultative and Democratic leadership style.

Of the corporate presidents:

* Four chose the Consultative leadership style;
* Two chose the Democratic leadership style;
* One chose the Delegative leadership style.

*According to the data collected, most superintendent feel that their leadership style is dictated by outside influences when dealing with conflicts outside of the realm of their organization, whereas corporate presidents feel that their leadership style is not dictated by outside influences.

The majority of superintendents and corporate presidents use the consultative leadership style.

11. Do you tend to agree or disagree with the following statement?

"Superintendents and corporate presidents are similar as CEO's, but their leadership styles are not completely interchangeable due to the vast differences in the products that they offer" (i.e., education vs. goods and services).

Of the superintendents:

* Five chose Yes
* Three chose no

Of the corporate presidents:

* Six chose Yes
* One chose No

*According to the data collected, most superintendents and corporate presidents agree with the above hypothesis.

12. (For corporate presidents only)

Do you agree with the following statement?

"According to modern research, CEO's must move their organization away from the hierarchial command-and-control management style that has long characterized American organizations and move towards a model based on teamwork, communications, flexibility, and employee empowerment."

Of the corporate presidents:

* All seven chose Yes

13. (For superintendents only)

Do you agree with the following statement?

"The concept of the superintendency has changed from that of business manager to that of instructional leader."

Of the superintendents:

* Four chose No
* Three chose Yes
* One chose both Yes and No

Critical Decision Making

14. In making critical major decisions involving your organization, do you include the expertise of a management team/cabinet to advise and share ideas?

Of the superintendents:

* All eight chose Yes

Of the corporate presidents:

* All seven chose Yes

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, REFLECTIONS

A. Conclusions

The following notions emerge from the findings reported from the survey.

* A superintendent would be typically described as a male, approximately 51 years of age, who has earned at least a graduate degree or higher, and having at least one to five years of experience as a superintendent.

* A corporate president would be typically described as a male, approximately 58 years of age, who has earned at least a high school diploma or higher, and having at least six to ten years of experience as a corporate president.

* All superintendents and corporate presidents who responded agreed that they must be able to identify their leadership style(s) an be flexible enough to change styles to fit the situation at hand.

* All superintendents and corporate presidents agree that they must include the expertise of a management team/cabinet to advise and share ideas when making critical major decisions within their organizations.

* The majority of superintendents believe that conflicts outside the realm of their organization can dictate the type of leadership style that they will use.

* The majority of corporate presidents believe that conflicts outside the realm of their organization do not dictate the type of leadership style that they use.

* The majority of superintendents and corporate presidents use a Consultative Leadership Style (Subordinate participation, CEO makes final decision). All others, except one, use a Democratic Leadership Style (CEO and subordinate participation in final decision-making process).

* The majority of superintendents and corporate presidents use the Subordinate-Centered Leadership Style (CEO and subordinates make final decisions) versus the Boss-Centered Leadership Style (CEO makes final decision), when applying the administrative decision-making process.

* Most superintendents and corporate presidents use a Task-Oriented communications approach (professional/work-place based communication) versus the Relationship-Oriented communications approach (personal/social-based communication) when conducting human relations with subordinates.

* All superintendents use either McGregor's Theory Y or Theory Z when motivating subordinates. However, the majority of them uses Theory Z (a combination of both Theory X and Theory Y.)

* The majority of corporate presidents use McGregor's Theory Y (people are basically self-motivated and have a desire to improve their organization) when motivating subordinates.

* The majority of superintendents and corporate presidents visualize themselves as Initiators (initiating their own ideas) versus Responders (responding to the ideas of others) when implementing changes within their organization.

* The majority of superintendents agree that the superintendency has not moved from that of a business manager to that of an instructional leaders.

* All corporate presidents in the study agree that they must move their organizations away from a command-and-control leadership style to that of one which is based on teamwork, communications, flexibility, and employee empowerment.

* The majority of superintendents and corporate presidents agreed with the following hypothesis:

"Superintendents and corporate presidents are similar as CEO's, but their leadership styles are not completely interchangeable

due to the vast differences in the products that they offer" (i.e., education versus goods and services).

* At the beginning of this study, on pages three and four, four major questions to be answered were identified. The following are the researchers' opinions to the answers of these questions based on the data gathered from the study.

1. What duties and responsibilities do superintendents and corporate presidents have that are both similar and dissimilar as CEO's of their respective organizations?

    * Superintendents and corporate presidents are similar in how they represent their organizations in the decision-making process. They are responsible for the results generated from every decision made and for how it affects the well-being of their respective organizations. The power of their decision-making is only dissimilar in the type of organization that they represent (i.e., schools versus corporations).

2. How do their similar or different managerial, leadership, and administrative decision-making styles or approaches help them to associate and interact with respective boards of education and boards of directors, other administrative personnel and offices, residents and stockholders, the public in general,

labor relations and collective bargaining, and the development of their basic goods and services?

* Superintendents and corporate presidents basically use the same leadership styles (consultative and democratic). However, their leadership styles can be influenced and possibly changed by outside influences. It seems that superintendents need to be more flexible in their leadership style than corporate presidents, due to increased public contact within their communities. Due to this increased public contact, their decision-making can directly affect their district and surrounding community, as well as the way in which they are received by the community members themselves (i.e., school finance). Corporate presidents do not have this added pressure from outside influences which affects their decision-making process in the same manner as superintendents do.

3. What can superintendents and corporate presidents as CEO's learn from each other to improve the quality of their administrative, managerial, and communication skills within their respective entities?

* Superintendents and corporate presidents can learn from each other on how to deal with human relations, motivation of subordinates, and employee empowerment. The role of the CEO is becoming much more complex today. Superintendents and corporate

presidents need to rely on a management/administrative cabinet to help make the complex and critical decisions that affect their respective organizations every day. By motivating subordinates with more decision-making power and employee empowerment, they will not only be helping to improve their human relations abilities as CEO's, but will also be developing the "team concept" into their organizations. Research states that McGregor's Theory Y helps to improve employee motivation and attitude.

4. Are corporate presidents and superintendents' administrative techniques interchangeable among each other's management and leadership styles in order to help run their respective organizations more successfully?

    * According to the data collected, most superintendents and corporate presidents do not agree that their leadership styles are interchangeable because of the vast differences in the organizations that they represent (i.e., education versus goods and services).

    You can not compare the successes of superintendents to that of corporate presidents. Even though their leadership styles can parallel one another, their organizations are very different. Increases in student graduation rates can not be

compared to increases in total sales. You can compare the leadership styles but you can not compare the end product.

B. Recommendations

The following are some recommendations for school superintendents as CEO's:

* For superintendents to be successful they must be able to identify what type of leadership style that they should use within their organization. They must also be flexible and knowledgeable enough to know when to adapt to the situation at hand.

* Superintendents must continue to rely on their central office staff, administrators, and support personnel for advice and ideas when they are involved in making major critical decisions. Expertise of a management team in our complex society today is mandatory in dealing with issues of school finance, law, public relations, community members, curriculum, instruction, etc.

* Superintendents must continue to lean towards a subordinate-centered leadership style that includes subordinate input.

* When dealing with administrative decision-making, consultative and democratic leadership styles seem to be the direction that the superintendency and all CEO's of the 90's

are leaning towards. There are too many complex issues today for one person to make all of the decisions in our schools. The superintendent must become team oriented in his decision-making.

* With school finance becoming such a critical issue in today's society, the superintendency can not neglect the instructional leadership role as a CEO. Its role is just as important.

* The superintendency has become a much more political position today than it was in the past. As long as the Superintendency does not allow outside influences to run the office, but instead helps the community in becoming aware of the concerns and needs of the district, it will not become tarnished. Professionalism dictates success.

* "Superintendents and corporate presidents are similar as CEO's but their leadership styles are not completely interchangeable." The measure of success in schools and corporations are very different "because of the products that they offer." Goods and services are needs and wants whereas education is a need. The Superintendency must recognize this difference and at the same time continue to upgrade our school facilities and personnel in order to compete with other districts "products" (students) on both a state-wide and national basis.

C. Reflections

This research project that I chose to investigate on CEO leadership styles gave me the opportunity to study the superintendency in detail. I have tried to create a project that would increase superintendents' need to compare their leadership style(s) to that of their fellow CEO's of industry. Having worked in both business administration and business education, via earning degrees in both business administration and educational administration, I wanted to compare and contrast the similarities and dissimilarities of both positions by developing the hypothesis for this research project. Having aspirations to becoming a superintendent someday, I feel that I have not only helped myself by investigating the profession more thoroughly, but hopefully have given superintendents and corporate presidents an instrument to compare and contrast their respective leadership styles.

Educational leadership is what the Specialist Degree is all about. The superintendency requires school leaders who can respond to the ever-challenging issues and concerns of our schools in today's society. Their performance must be directed towards creating school districts that will inspire our children to become successful, functional, citizens of our great country; and maybe someday educational leaders of tomorrow!

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APPENDICES

The University of Dayton

April 28, 1994

Mr. Frank DePalma
Centerville City Schools
Board of Education
111 Virginia Avenue
Centerville, Ohio 45458

Dear Frank:

Guy Tracy, one of our Educational Specialist graduate students, is conducting a study to complete his requirements for the Specialist Degree. His study is designed to study, analyze, compare, and contrast the managerial, administrative, and leadership styles and approaches between superintendents of public schools and presidents of public corporations as chief executive officers.

The study committee consists of Bill Drury, former Superintendent of Beavercreek and current Educational Administration Department Chair; Dan Raisch, former Superintendent of Oakwood Schools and current Assistant Professor; and myself.

We encourage you to assist Guy by completing and returning the enclosed questionnaire as we believe this will add to the body of knowledge of our profession and assist a fellow professional.

For your convenience, we have enclosed a self-addressed stamped envelope. Please return the questionnaire no later than May 20, 1994.

Thank you for your contribution!

Sincerely,

Darrell K. Root,
Assistant Professor

OFFICE OF EDUCATIONAL SERVICES
300 College Park Dayton, Ohio 45469-0513
(513) 229-2619 FAX: (513) 229-4000

APPENDIX B

Guy R. Tracy

University of Dayton

Educational Administration

Graduate Student

QUESTIONNAIRE ON CEO LEADERSHIP STYLES
(PLEASE CHECK APPROPRIATE BOXES)

NAME: _____

AGE: _____ **GENDER:** () **M** () **F**

TYPE OF CEO: () **Corporate President**
() **Superintendent**

QUESTION 1: HOW MANY YEARS HAVE YOU BEEN EMPLOYED WITH YOUR PRESENT ORGANIZATION?

() 1-5 years () 6-10 years () 11-15 years
() 16-20 years () 21-25 years () 26-30 years
() over 30 years

QUESTION 2: HOW MANY YEARS OF EXPERIENCE DO YOU HAVE AS A CORPORATE PRESIDENT OR SUPERINTENDENT?

() 1-5 years () 6-10 years () 11-15 years
() 16-20 years () 21-25 years () 26-30 years
() over 30 years

QUESTION 3: WHICH OF THE FOLLOWING REPRESENTS THE HIGHEST DEGREE THAT YOU HAVE EARNED?

() Associate () Bachelor () Master's
() Specialist's () Ph.D. or J.D. () Other

NOTE: WHEN ANSWERING QUESTIONS 4-15, "CEO" WILL REFER TO EITHER A CORPORATE PRESIDENT OR SUPERINTENDENT.

QUESTION 4: IN APPLYING THE ADMINISTRATIVE DECISION-MAKING PROCESS, DO YOU TEND TO USE A MORE:

() A. Boss-Centered leadership style (CEO makes final decisions) - or -

() B. Subordinate-Centered leadership style (CEO and subordinates made final decisions)?

QUESTION 5: WHEN CONDUCTING HUMAN RELATIONS WITH YOUR SUBORDINATES, DO YOU TEND TO COMMUNICATE BY USING MORE OF AN:

() A. Task-Oriented approach (professional/ work-place based communication) - or -

() B. Relationship-Oriented approach (personal/ social-based communication)?

QUESTION 6: WHEN MOTIVATING YOUR SUBORDINATES, DO YOU TEND TO APPLY MCGREGOR'S:

() A. Theory X approach (people need to be motivated because they are basically lazy) - or -

() B. Theory Y approach (people are basically self-motivated and have a desire to improve their organization) - or -

() C. Theory Z approach (a combination of both Theory X and Theory Y approaches)?

Why? _____

_____

_____

QUESTION 7: IN TERMS OF IMPLEMENTING CHANGES WITHIN YOUR ORGANIZATION, DO YOU TEND TO VISUALIZE YOURSELF AS MORE OF AN:

() A. Initiator (initiating your own ideas) - or -

() B. Responder (responding to the ideas of others)?

QUESTION 8: DO YOU BELIEVE THAT CEO'S MUST BE ABLE TO IDENTIFY THEIR LEADERSHIP STYLE(S) AND BE FLEXIBLE ENOUGH TO CHANGE STYLES, IF NECESSARY, TO ADAPT TO THE SITUATION AT HAND?

() Yes () No

Why or why not?_____

_____

_____

QUESTION 9: WHEN DEALING WITH CONFLICTS OUTSIDE OF THE REALM OF YOUR ORGANIZATION (I.E., SCHOOL BOARDS, BOARD OF DIRECTORS, UNION, PARENTS/ COMMUNITY MEMBERS, CUSTOMERS/CONSUMERS, AND COMPETITORS, ETC.), DO YOU FEEL THAT THESE OUTSIDE INFLUENCES DICTATE THE TYPE OF LEADERSHIP STYLE THAT YOU ADMINISTER?

() Yes () No

If Yes, in which way do they dictate your leadership style?

_____

_____

_____

QUESTION 10: WHICH OF THE FOLLOWING LEADERSHIP STYLES BEST DESCRIBES YOUR ADMINISTRATIVE TECHNIQUE?

() A. Autocratic: Boss-centered and no subordinate participation;

() B. Consultative: Subordinate participation, CEO makes final decision;

() C. Democratic: CEO and subordinate participation in final decision-making process;

() D. Delegative: CEO delegates decision-making to subordinates. CEO monitors decisions;

() E. Other. Please explain._____

_____

_____

QUESTION 11: DO YOU TEND TO AGREE OR DISAGREE WITH THE FOLLOWING STATEMENT?

"Superintendents and corporate presidents are similar as C.E.O.'s, but their leadership styles are not completely interchangeable due to the vast differences in the products that they offer" (i.e., goods and services versus education).

() Yes () No

Why or why not?_____

_____

_____

QUESTION 12: **(FOR CORPORATE PRESIDENTS ONLY)**

DO YOU AGREE WITH THE FOLLOWING STATEMENT?

"According to modern research, CEO's must move their organization away from the hierarchial command-and-control management style that has long characterized American organizations and move towards a model based on teamwork, communications, flexibility, and employee empowerment."

() Yes () No

Why or why not?_____

_____

_____

QUESTION 13: **(FOR SUPERINTENDENTS ONLY)**

DO YOU AGREE WITH THE FOLLOWING STATEMENT?

"The concept of the superintendency has changed from that of business manager to that of instructional leader."

() Yes () No

Why or why not?_____

_____

_____

QUESTION 14: **(PLEASE CHECK ONE)**

() CORPORATE PRESIDENT
() SUPERINTENDENT

IN MAKING CRITICAL MAJOR DECISIONS INVOLVING YOUR ORGANIZATION, DO YOU INCLUDE THE EXPERTISE OF A MANAGEMENT TEAM/CABINET TO ADVISE AND SHARE IDEAS?

() Yes () No

QUESTION 15: IF YOU HAVE ANY ADDITIONAL IDEAS OR COMMENTS THAT YOU FEEL WOULD BE HELPFUL IN THIS PARTICULAR STUDY, WOULD YOU PLEASE ADDRESS THEM IN THE SPACE BELOW:

_____

_____

_____

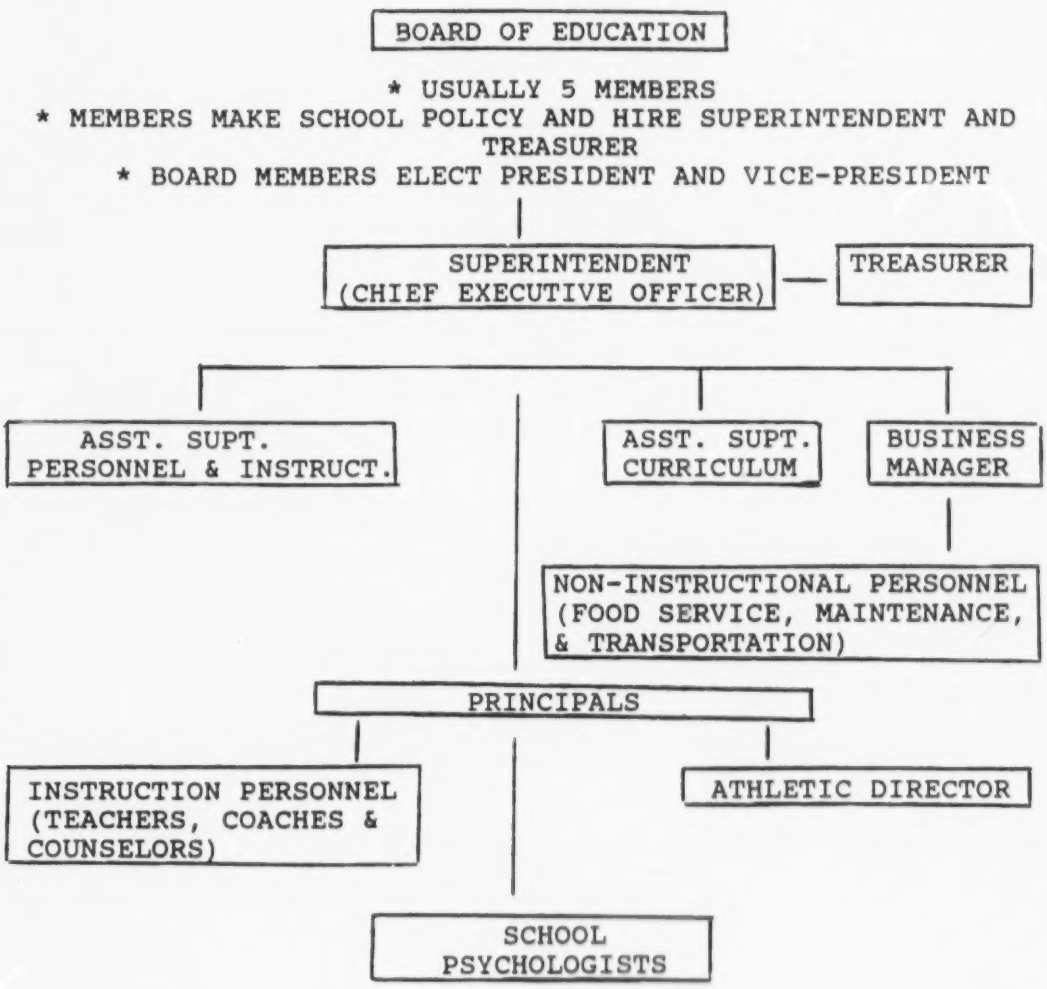
_____

APPENDIX C

TYPICAL ORGANIZATIONAL CHART FOR A PUBLIC SCHOOL

STOCKHOLDERS, COMMUNITY MEMBERS, AND PARENTS
OF SCHOOL CHILDREN
(HOME AND PROPERTY OWNERS)

ELECT


BOARD OF EDUCATION
* USUALLY 5 MEMBERS
* MEMBERS MAKE SCHOOL POLICY AND HIRE SUPERINTENDENT AND TREASURER
* BOARD MEMBERS ELECT PRESIDENT AND VICE-PRESIDENT
SUPERINTENDENT (CHIEF EXECUTIVE OFFICER)
TREASURER
ASST. SUPT. PERSONNEL & INSTRUCT.
ASST. SUPT. CURRICULUM
BUSINESS MANAGER
NON-INSTRUCTIONAL PERSONNEL (FOOD SERVICE, MAINTENANCE, & TRANSPORTATION)
PRINCIPALS
INSTRUCTION PERSONNEL (TEACHERS, COACHES & COUNSELORS)
ATHLETIC DIRECTOR
SCHOOL PSYCHOLOGISTS

APPENDIX D

TYPICAL ORGANIZATIONAL CHART FOR A PUBLIC CORPORATION

PREFERRED STOCKHOLDERS
(NON-VOTING STOCKHOLDERS)

COMMON STOCKHOLDERS
(VOTING STOCKHOLDERS)

ELECT

CORPORATE BOARD OF DIRECTORS (USUALLY 7 MEMBERS)

(MEMBERS DETERMINE CORPORATE POLICY & ARE IN CHARGE OF THE MANAGEMENT OF THE CORPORATION. MEMBERS ALSO ELECT THE PRESIDENT, VICE-PRESIDENT, SECRETARY, & TREASURER)

BOARD MEMBER	CHAIRMAN OF THE BOARD	BOARD MEMBER

CORPORATE OFFICERS (USUALLY 4 OF THE 7 BOARD OF DIRECTORS)
(MAKE MAJOR DECISIONS THAT AFFECT THE EVERY-DAY OPERATIONS OF THE CORPORATION)

TREASURER	** PRESIDENT ** (CHIEF EXECUTIVE) (OFFICER)	VICE PRESIDENT	SECRETARY

(TREASURER, VICE-PRESIDENT, AND SECRETARY ALL REPORT DIRECTLY TO THE PRESIDENT)

-HAS CUSTODY OF FUNDS OF CORPORATION. -HAS AUTHORITY TO RECEIVE & DISBURSE OF CORPORATE FUNDS.	-GIVEN SUPERVISION AND CONTROL OF THE CORPORATION. -HAS AUTHORITY TO ENGAGE IN CONTRACTS AND OTHER FORMS OF CORPORATE BUSINESS.	-MAY BE MORE THAN ONE VICE PRESIDENT. (EX. SALES, ACCOUNTING, FINANCE, & EXTERNAL & INTERNAL AFFAIRS, ETC.	-KEEPS RECORDS OF MEETINGS. -KEEPS ALL OTHER CORPORATE RECORDS. -KEEPS THE CORPORATE SEAL.

SALARIED EMPLOYEES	HOURLY EMPLOYEES
-BASICALLY WHITE-COLLARED WORKERS	-BASICALLY BLUE-COLLARED WORKERS